

Part B State Annual Performance Report (APR) for 2007

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of Suspension and Expulsion

Measurement: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Percent = 4% [(2 districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by (50 districts in the State)] times 100.

$$(2/50) \times 100 = 4\% \text{ of districts significantly discrepant}$$

Therefore, 96% of districts in the state have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are **not significantly discrepant** from the mean of all district rates.

Significantly Discrepant: comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.

FFY	Measurable and Rigorous Target
(2007)	9% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are significantly discrepant from the mean of all district rates.

Actual Target Data for (2007):

Data Year	Number of LEAs w/Significant Discrepancy (Actual Target Data)	Number of LEAs where Review Resulted in Noncompliance
FFY 2007	2	2
FFY 2006	3	3
FFY 2005	4	4

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2007):

Improvement Activities Completed FY2005 The four LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2007. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For those districts, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office for Diverse Learners through the district Corrective Action Plan and District Negotiated Agreement. In addition, three districts participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide.

Improvement Activities Completed FY2006 The three LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2008. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For two districts, correction of non-compliance was verified during School Support Focused Monitoring visits. For the third district, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office for Diverse Learners through the district Corrective Action Plan and District Negotiated Agreement. In addition, this district has begun to participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide.

Improvement Activities Completed FY2007 The two LEAs with significant discrepancies for rates of suspensions are required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans to be submitted June 1, 2009. One district is outstanding from FFY06 and is currently participating in technical assistance from RIDE in collaboration with the Sherlock Center on Disabilities PBIS project. RIDE expects that the June 2009 submission of the Consolidated Resource Plan/Acegrants will demonstrate correction of noncompliance for this LEA relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. The second district had not been discrepant in this area in the FFY06 reporting. This district received additional technical assistance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA from RIDE this spring. During this TA, RIDE and the district discovered that school staff were incorrectly reporting in-school interim behavior programs as an out of school suspension. When correctly counted, the district is not discrepant on this indicator.

Explanation of Progress/Slippage The decrease in the number of districts that are significantly discrepant for suspensions and expulsions greater than 10 days is likely explained by the implementation of action plans and participation in the PBIS project. The two LEAS with significant discrepancies for rates of suspensions for FY2007 are required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans due June 1, 2009 including revisions in policies, procedures, and practices as part of correction of non-compliance. One LEA continues to meet with RIDE at least twice a year for monitoring of the district Corrective Action Plan and District Negotiated Agreement. RIDE also conducted an on-site Commissioner's visit fall 08 for further monitoring of these plans.

APR Template – Part B (4)

State

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*
[If applicable]

No revisions at this time.